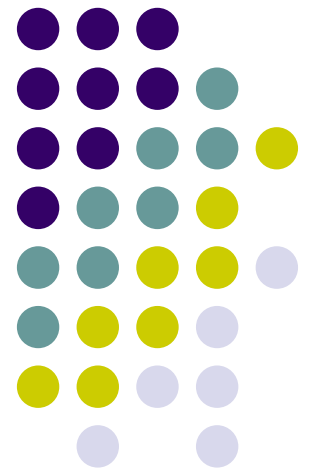
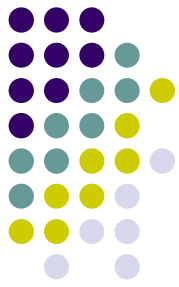


Collaborative Assessment and Planning for Achievement (CAPA)

*...empowering schools and
districts to go beyond current
efforts to improve student
achievement*





What is CAPA?

CAPA is a collaborative effort between the New Jersey Department of Education and local educators designed to empower schools and districts to go beyond current efforts to improve student achievement.

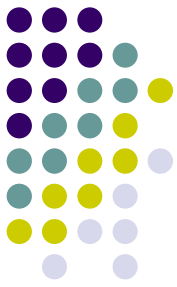
The process involves **teams of highly skilled educators** working in collaboration with school and district personnel to pinpoint obstacles to student achievement, identify needs and develop solutions to improve school performance.

Who is on a CAPA Team?



A CAPA team consists of the following positions...

1. Team Lead
2. Principal
3. Language Arts Literacy Specialist
4. Mathematics Specialist
5. Special Education Specialist
6. Bilingual Education Specialist (if needed)
7. Parent
8. Institution of Higher Education Member/Pupil Services Specialist



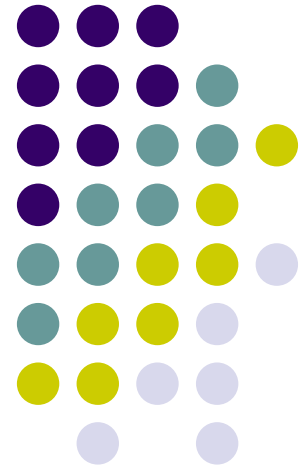
Which schools receive a CAPA Visit?

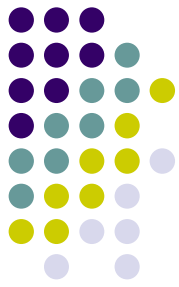
The CAPA process targets:

- Abbott “low performing schools”
- Abbott & non-Abbott schools identified under the **No Child Left Behind** legislation as schools in the “corrective action” phase.

The CAPA Protocol

9 Standards
School & District Indicators
Findings
4 Performance levels
Recommendations and Next Steps





What are the 9 CAPA Standards?

The CAPA protocol guides teams to focus on assessing academic performance, the learning environment and efficiency through a framework of **9 Standards** ...

- Curriculum
- Classroom Assessment and Evaluation
- Instruction
- School Climate & Culture
- Student, Family and Community Support
- Professional Growth & Development
- Leadership
- Organizational Structure and Resources
- Comprehensive and Effective Planning



What are Indicators?

- Within each of the 9 Standards, specific subsections labeled “indicators” more closely describe various aspects and perspectives of the standard in observable terms.



What are Findings?

- Team members collect data and write a finding of 3-5 sentences for each indicator stating what evidence has been found to support the existence or performance of that indicator.
- At least three sources of data (i.e., observation, interview, documentation) are required to justify a finding. This is referred to as TRIANGULATION.

What are the 4 Performance Levels?



After team members collect data through a review of relevant documents, conducting interviews and observations, they write **findings** for the indicators in each standard. Then, consensus is reached as to what **performance level** should be assigned to an indicator...

Level 4 is **Exemplary** level of development

Level 3 is **Fully functioning** and **operational** level of implementation

Level 2 is **Limited** development and **partial** implementation

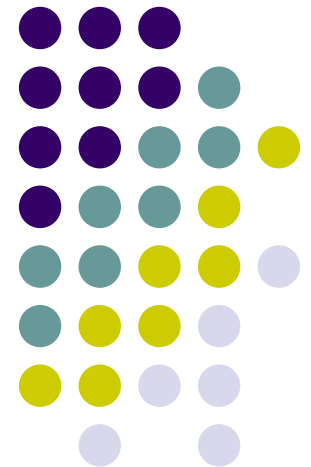
Level 1 is **Little** or **no** development and implementation

What are Next Steps and Recommendations?

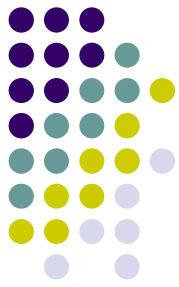


- Next steps are written to indicate immediate actions the school can take that will have the greatest impact on student achievement
- At least 3-5 recommendations are formulated by the team for each standard

The CAPA Visit



Overview of Steps in CAPA Process...



- **1-2 weeks BEFORE team visit to school**
 - **School level meeting** with Team Leader and Principal. Other pre-visit meetings with the school may include a brief overview for staff and a meeting with the union representative.

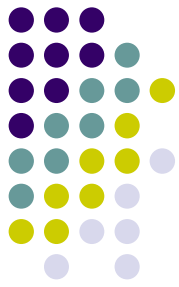
Overview of Steps in CAPA Process... Initial Meeting...



CAPA Team Leaders will schedule and meet with principal and school staff to discuss:

- Schedule
- Notification of School Staff and Community about the
- Principal's Initial Presentation to CAPA Team
- School Portfolio and Data Profile
- School and Community Perceptive Survey
- School Leadership Council Self-Study
- School Leadership Self-Study
- Logistics for the Visit
 - Team Schedule, Bell Schedule and Floor Plan
 - On site meeting accommodations (teams will be in school until the security guard leaves) and use of computer lab
 - Team membership and assignments

Steps in the process...District



- **District level meeting** of NJ DOE Assistant Commissioner, District Superintendent, District Liaison, Title I Representative and Team Leader



District Level Meeting...

Prior to CAPA visits, a district meeting will be scheduled with the superintendent, district officials, NJDOE and CAPA Team Leads to discuss...

- District P-12 aligned curriculum
- District efforts and capacity to support schools
- Districts diagnosis of problems in SINIs using data and other evidence
- Review of literacy practices, mathematics, special education and programs for ELLs
- Elements of the *Report on Instructional Priorities*
- District guidance for direction of CAPA school visits

DURING team visit to school



- **Day One** –Principal's Data Presentation and School Programs Overview; Meeting with all members of the School Leadership Council or Title I Planning Committee; Team review of school portfolio
- **Days Two through Four** – observations, interviews with staff, parents and students, data review, writing of findings, daily debriefing with principal
- **Day Five and/or Six** –
 - (1) Writing of recommendations and next steps for Summary Report;
 - (2) Holistic Scoring to determine performance levels;
 - (3) Exit meeting with principal and/or staff to brief on findings and recommendations with team leader

1-3 weeks **AFTER** team visit to school



- **Draft of Summary Report emailed to Principal and District Liaison within ten days**
- **Summary Report meeting** with Team Leader and Principal; Meeting with staff if requested
- **District Follow-up Session** on all CAPA visits and Summary Reports
- **ONGOING Collaboration: District Guidance and School Support**

Questions and Answers

